



**UNIVERSITY OF MAINE AT FARMINGTON
COLLEGE OF EDUCATION, HEALTH AND REHABILITATION**

LESSON PLAN FORMAT

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COLLEGE OF EDUCATION

LESSON PLAN FORMAT

Teacher's Name: Mr. Lavigne Lesson #: Facets: Self Knowledge & Application

Grade Level: 11&12 Numbers of Days: 4

Topic: Recent History of the Middle East

PART I:

Objectives

Student will understand that that proxy wars played an integral role in shaping the Middle East today.

Students will know terrorism, Middle East, proxy wars, ISIS/ISIL, Al Qaeda, Israel/Palestine Conflict, Iran/Iraq War, Soviet/Afghan War, USA/Iraq War, USA/Afghanistan War, Iran-contra Affair, Syrian Civil War, Desert Storm, World Trade Center Attacks, Osama Bin Laden, Jimmy Carter, Ronald Reagan, George W. Bush, George H.W. Bush, Saddam Hussein, Benjamin Netanyahu, Barack Obama

Students will be able to recognize that foreign policy decisions of past generations played an integral role in shaping the middle east today. Build an understanding of the events in the Middle East and how they have served to shape the region today.

Product: Timeline, iMovie

Maine Learning Results (MLR) or Common Core State Standards (CCSS) or Next Generation

Science Standards (NGSS) Alignment

Maine Learning Results

Content Area: Social Studies

Standard Label: E. History

Standard: E1 Historical Knowledge, concepts, themes and patterns

Grade Level Span: Grade 9-Diploma "The World in the Contemporary Era"

Students understand major eras, major enduring themes and historic influences in the United States and World history including the roots of democratic philosophy, ideals and institutions in the World.

Performance Indicators: b, c, d

Rationale: Students will be learning the historical context and relevance of events in the Middle East.

Assessments

Pre-Assessment: (Lesson 1 only) Students will take a survey that will assess their knowledge of the Middle East entering the class.

Formative (Assessment for Learning)

Section I – checking for understanding strategy during instruction Check for misconceptions by asking students to consider how one event may have influenced another, how might the past justify or explain these events.

Section II – timely feedback for products (self, peer, teacher) The teacher will grade Middle East timelines before group project so students will know if they are on the right track. Students will evaluate their peers using a rubric for their Middle East iMovie presentation.

Summative (Assessment of Learning):

Propaganda videos are a powerful tool used by extremists organizations to galvanize, radicalize, and organize political dissidents. These videos are often pushing a narrative that relies heavily on half truths, meaning what they're saying may be correct but they are intentionally leaving out specific information in service of a more favorable narrative. For your assignment you will be asked to create your own video with a narrative that in your estimation serves to create a more complete understanding of modern terrorism. You will be judged on your accuracy of events and statistics, willingness to address multiple points of view, and overall effectiveness in pursuing and conveying a complete narrative. These videos will be sent to the Quilliam organization which focuses its efforts on counter messaging to help deter the spread of extremist ideology throughout the Middle East. The founders of Quilliam Maajid Nawaz and Ed Husain have agreed to consider using these videos in their counter messaging campaigns throughout the Middle East. If your presentation is chosen as the winner it will be shown at a dinner held by Quilliam and you will receive a \$150 prize. The runner up will also be invited to the dinner and will be able to give their presentation.

- Create an iMovie that shows an understanding of foreign policy in the Middle East
- Create a timeline online that shows events in the Middle East.

Integration

Technology (SAMR): iMovie (Modification) The student's Middle East iMovie presentation is on the modification SAMR level because students can add still photos, music, text, and can edit the film right from their computer. Timeline (Augmentation) The Middle East event timeline is at the augmentation level because we will be using an app where students can add photos, videos, and links to their timeline.

Art: Teacher will incorporate art forms of that have relevance to the era and culture of the Middle East at the time.

Groupings

Section I - Graphic Organizer & Cooperative Learning used during instruction

Students will use a timeline as an outline of events in the Middle East leading up to today. Students will work in teams to collaborate on their Middle East timelines.

Section II – Groups and Roles for Product

Students will work individually to create timelines of Middle East events that will serve as an organization tool for their iMovie. Students will then create their Middle East iMovie presentation in small groups.

Differentiated Instruction

MI Strategies

Verbal: Students will be asked to define all the terms related to the Middle East and terrorism.

Logic: Students are asked to work together to come up with a logical sequence of events in the Middle East.

Visual: Students are being asked to make an iMovie about events that took place in the Middle East.

Musical: Each class will start with music from the region and era we're talking about in the Middle East.

Kinesthetic: Students will receive an event and try to line up in the correct order for a human timeline.

Intrapersonal: Students are creating a timeline explaining events that took place in their assigned country in the Middle East.

Interpersonal: Students are coming together as small groups to create an iMovie based on their timelines.

Naturalist: Students will look at Middle Eastern nations on Google Earth to get an idea of where we're talking about.

Modifications/Accommodations

From IEP's (Individual Education Plan), 504's, ELLIDEP (English Language Learning Instructional Delivery Education Plan) I will review student's IEP, 504 or ELLIDEP and make appropriate modifications and accommodations.

Plan for accommodating absent students: Absences are inevitably going to occur over the semester for numerous reasons that are out of our control, that being said it is still important to keep up with the course content. For this reason I will make the content of each class accessible on the class wiki page.

Additionally each student will exchange contact information with two other students (email, cell phone number, facebook profile, etc) who can clarify questions about the content or expectations (of course I will always be available via email to answer any questions as well). Extended deadlines for classwork due to absence are negotiable, however they will be expected the following class period if an extended deadline has not been agreed upon. Special accommodations can be made for extended absences and can be negotiated on a case by case basis.

Extensions

My goal in this class is for you to come away with an understanding of the material, assignments are often my way of ensuring that i'm doing an effective job conveying that information to you. That being said i'm not operating under the assumption that no learning can take place if an assignment is not completed on time, but I do expect if there is an issue that will prevent it from being completed on time that it is communicated before the due date. If an issue is communicated prior to the due date of an assignment there is always potential for an extension or a reduced deduction from their grade, however if no communication has taken place the student will receive a 10% deduction from their grade for each class period it is late. Each assignment is designed to build on the last which hopefully will serve to add to the class experience and for that reason due dates are important.

Technology (SAMR):

Gifted Students:

publish video on youtube

Materials, Resources and Technology

List all the items you need for the lesson.

Pre-assessment quiz

Laptop

Dongle

Projector

Blank timeline graphic organizer

Source for Lesson Plan and Research

List all URL and describe.

sources, graphic organizer, hyperlinks (URL)

http://www.pewforum.org/2015/04/02/muslims/pf_15-04-02_projectionstables74/

Gave statistics on nations with largest muslim populations

<http://www.theguardian.com/uk/2005/jul/08/july7.development>

talks about Osama Bin Laden's connection to America

http://www.readwritethink.org/files/resources/interactives/timeline_2/

graphic organizer

<https://www.ivcc.edu/stylebooks/stylebook6.aspx?id=14724>

finding viable sources

<https://www.youtube.com/watch?v=HjF2y5NABq0>

iMovie tutorial

<http://www.cc.com/video-clips/kovgs5/the-daily-show-with-jon-stewart-sir-archibald-mapsalot-iii>

Daily Show hook

PART II:

Teaching and Learning Sequence (Describe the teaching and learning process using all of the information from part I of the lesson plan) *Take all the components and synthesize into a script of what you are doing as the teacher and what the learners are doing throughout the lesson. Need to use all the WHERETO's. (1-2 pages)*

Describe your classroom arrangement.

Students will be set up in small round table groups of 3-4. My desk will be in the corner so if I do have the chance to sit I will have a view of the whole classroom. Most of my teaching will be done standing up in front of the board or walking around the classroom.

Agenda (include days and times)

Day 1

Pre-assessment quiz 6 minutes

Hook 4 minutes

Slideshow presentation/timeline graphic organizer 40 minutes

Students gather sources for research 20 minutes

Debrief 10 minutes

Day 2

Students research timeline events 45 minutes

iMovie introduction/tutorial 15 minutes

Students get into groups for iMovie 5 minutes

Students designate time to work on iMovie outside of class 10 minutes

Debrief 5 minutes

Day 3

Students work on iMovie in computer lab 70 minutes

Debrief/Clarifying questions 10 minutes

Day 4

Students present iMovies 60 minutes

Lesson wrap up reflection 10 minutes

Debrief 10 minutes

Teaching and Learning Sequence (Include all hyperlinks of the above URL's in this section.)

First Paragraph

Describe **Where** Students will understand that proxy wars played an integral role in shaping the Middle East today. **they-re going (Students will understanding that...), Why** The rise of ISIS can be attributed to a series of myopic decisions, understanding the errors of the past can help inform future decisions. (reason for learning this content and how does it connect to real-life), **What** *Students understand major eras, major enduring themes and historic influences in the United States and World history including the roots of democratic philosophy, ideals and institutions in the World.* MLR or CCSS or NGSS (is required of them after this lesson regarding showing evidence of learning)

Describe the Pre-Assessment for the unit. Students will be taking a survey that encompasses popular misconceptions about terrorism.

Describe how you are going to Hook your student. Students will watch Daily Show parody video on Middle East map redrawing.

Where, Why , What, Hook Tailors: List MI's you used during this section. **Visual, Logical, Intrapersonal, & Verbal**

Second Paragraph

Describe how your going to **Equip** students with the content knowledge (**Students will know....**) **See content notes**

Describe how are you using the Graphic Organizer and Cooperative Learning Activity to explore the content?(**Explore**) Students will be creating a timeline online as their graphic organizer and combining what they did in their timelines to make their movie.

Describe how will you check for understanding during the learning process? (**Rethink/Revise**) Each class ends with a debriefing period where students can ask questions, I will also be walking around the class to ensure students are on the right track and to answer questions as they come up. Finally their timelines will all be graded before the summative assessment is due so I can make sure they don't let any misunderstanding make their way into the summative assessment. **Equip, Explore, Rethink, Tailors:** List MI's you used during this section.

Interpersonal, Intrapersonal, Verbal, Visual, Auditory, Logical, and Kinesthetic

Third Paragraph

Describe the Facet (**Students will be able to do...**) **Recognize** that policy decisions of past generations in the Middle East largely have

shaped the issues that we face today and the decisions we make now will impact future generations. **Build** an understanding of how specific events show how a region has changed over time. and how you will facilitate the learning process and include tutorial for the digital product. Using an iMovie gives students the opportunity to show their understanding in a number of ways, students can act in their movie, students can just use pictures and videos with narration, students can use music or even make music to show their understanding. I set aside time in my lesson to do a tutorial on using iMovie, beyond that students will have almost two full class periods to work on their iMovie in the computer lab, here they can ask me or their classmates about any difficulties they experience.

Describe how you will have students **Experience** the learning by creating a product to show evidence of learning. I think making a movie is a really interactive way for students to engage with the material, students have many different creative avenues they can explore in this format and can really work to their strengths. It also gives me the

benefit of seeing how students approach a moderately open-ended assignment early on in the course. Describe how you will group your students? Students will sit at a table of your choosing to begin class, I will then walk around each table and give each student a card with a country on it, students who got the same country will work together. What roles will you assign? Students will assign specific roles amongst themselves, if one student has an affinity for filming they may be the director, someone who enjoys writing may write the script, etc. How will you ensure that all students on a team are contributing to the product? A great deal of the research and editing can be done in class and because students will each have to create a timeline on their own they will enter the group with at least something to add. After the assignment is completed students will reflect on their experience in their group anonymously and have the opportunity to discuss their own role and perhaps other group member's roles. Describe how students will self-assess and /or peer assess? What opportunities will students have to **Rethink, Revise and Refine** their product?

Experience, Revise, Refine, Tailors: *List MI's you used during this section.* **Visual, Intrapersonal, Interpersonal, Auditory, Verbal, Logical, Naturalist**

Fourth Paragraph

Describe how will you provide timely feedback to students? Each day I will give students a debriefing period where they can discuss any issues or misunderstandings they may have had with the lesson. In addition student's individually created timeline will be graded and returned to them before their iMovies will need to be completed so they can incorporate minor changes if need be. How will you score the product? I will have a rubric that emphasizes creativity, accuracy, and relevance to the course. In addition I will take student's reflections into account if a specific student did not put as much into the product or conversely showed a great deal of initiative and went above and beyond their group's expectations.

Describe how does all this connect to any assignment and to the next lesson and to future assessment? Once there is an understanding of the history of the region as a whole we can then look at specific instances of foreign policy and how they have effected the region in other cases and start to formulate opinions on what works and what doesn't/hasn't and why.

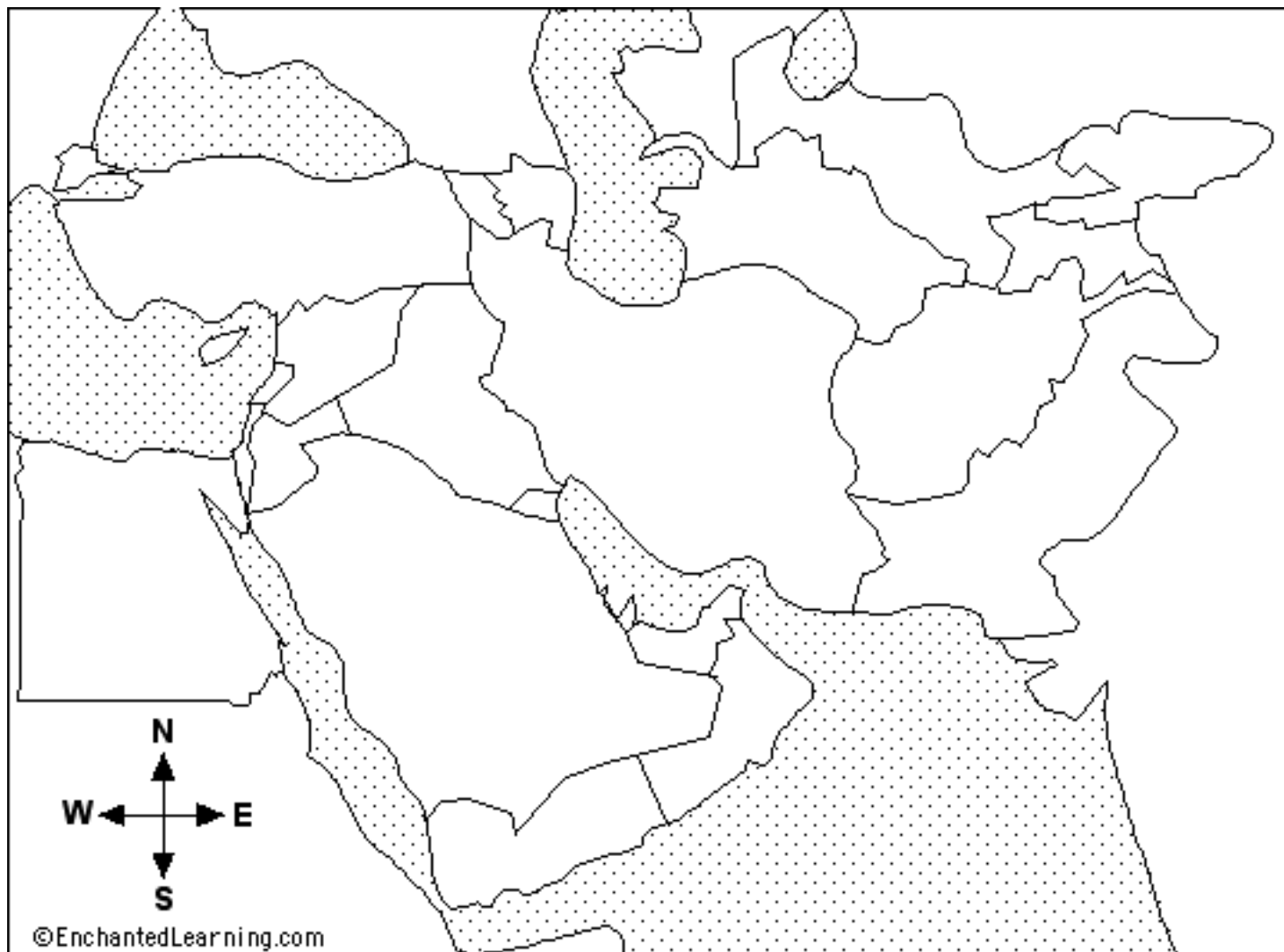
Evaluate, Tailors: *List MI's you used during this section.*

Visual, Intrapersonal, Interpersonal, Auditory, Verbal, Logical, and Naturalist

Teacher Content Notes

The first class will begin with a brief quiz to assess the students knowledge of the Middle East and its relationship with terrorism coming into the class. The quiz will look like this (answers are in bold) for map answers refer to this [site](#).

1. Correctly label each nation



2. Which nation (may not be included in above map) has the largest Muslim population? **Indonesia**
3. What is a terrorist? **a person who uses violence and intimidation in the pursuit of political aims.**
4. Which country did the majority of 9/11 attackers come from? **Saudi Arabia**
5. What is a Caliphate? **an Islamic state. It's led by a caliph, who is a political and religious leader who is a successor (caliph) to the Islamic prophet Muhammad.**
6. What does the acronym ISIS stand for? **Islamic State of Iraq and Syria**
7. In 2014 how many Americans were killed as a result of terrorist attacks overseas? **24**

Remind students this will not be graded but rather is an attempt to show that we have a fundamental lack of understanding of the region. After the quiz is collected the lesson will start with [this video](#) that parodies the arbitrary manner in which territories in the Middle East were assigned borders. This will begin a brief slideshow where I will essentially go over some of the ways that Western society has interacted with the Middle East. For example CIA's training and financial support for the [Mujahideen](#) of which Osama Bin Laden was a member of at the time. Each slide on this slideshow will have slide notes that can be referred

to .After the slideshow students can be assigned their country that they will be researching for their [timeline](#). Students will then be asked to find five [viable sources](#) for their research

Day two will begin with students continuing to research and creating their timeline. After they have their timeline finished the iMovie project will be introduced and they will gather in their groups. A short [tutorial video](#) will then be shown to the class so they will all be operating with a basic understanding of the software. Students will then meet with their groups to assign roles and discuss times to work together on the project outside of class if needed.

Day three will be devoted entirely to creating the iMovie in the computer lab and day four will be primarily devoted to presenting the project and giving a brief reflection.

Students will know how to define terrorism terrorism, Middle East,proxy wars, ISIS/ISIL, Al Qaeda, Israel/Palestine Conflict, Iran/Iraq War, Soviet/Afghan War, USA/Iraq War, USA/Afghanistan War, Iran-contra Affair, Syrian Civil War, Desert Storm, World Trade Center Attacks, Osama Bin Laden, Jimmy Carter, Ronald Reagan, George W. Bush, George H.W. Bush, Saddam Hussein, Benjamin Netanyahu, Barack Obama

Develop detailed content notes so a substitute or a colleague can teach your lesson. (1-2pages) 3-4 sources

Handouts

List the items that need to be printed out for the lesson.

Pre-assessment Quiz

Maine Common Core Teaching Standards for Initial Teacher Certification and Rationale

Standard 1 – Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Learning Styles

Clipboard:

Students will be creating a detailed timeline that organizes many events in a regions history.

Microscope:

Students will research and analyze how one nation specifically has changed over time.

Puppy:

Students are given ample time to work on their project with support of the teacher and their classmates.

Beach Ball:

Free format of the movie gives students the opportunity to express themselves freely.

Rationale:

see above.

Standard 6 - Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their on growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

Formative:

Students are individually researching and creating timelines that I will assess before their final movie project is due.

Summative:

Students will take all that they have learned and pool resources with classmates to make a product that shows a full developed understanding of their assigned country.

Rationale:

see above.

Standard 7 - Planning Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Content Knowledge:

MLR or CCSS or NGSS

Facet:

Rationale:

Standard 8 - Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

MI Strategies:

SAMR:

Rationale:

NETS STANDARDS FOR TEACHERS

1. Facilitates and Inspire Student Learning and Creativity. Teachers use their knowledge of subject matter, teaching and learning, and technology to facilitate experiences that advance student learning, creativity, and innovation in both face-to-face and virtual environments.

- a. Promote, support, and model creative and innovative thinking and inventiveness
- b. Engage students in exploring real-world issues and solving authentic problems using digital tools and resources
- c. Promote student reflection using collaborative tools to reveal and clarify students' conceptual understanding and thinking, planning, and creative processes
- d. Model collaborative knowledge construction by engaging in learning with students, colleagues, and others in face-to-face and virtual environments

Rationale:

2. Design and Develop Digital Age Learning Experiences and Assessments. Teachers design, develop, and evaluate authentic learning experiences and assessment incorporating contemporary tools and resources to maximize content learning in context and to develop knowledge, skills, and attitudes identified in the NETS-S.

- a. Design or adapt relevant learning experiences that incorporate digital tools and resources to promote student learning and creativity
- b. Develop technology-enriched learning environments that enable all students to pursue their individual curiosities and become active participants in setting their own educational goals, managing their own learning, and assessing their own progress
- c. Customize and personalize learning activities to address students' diverse learning styles, working strategies, and abilities using digital tools and resources
- d. Provide students with multiple and varied formative and summative assessments aligned with content and technology standards and use resulting data to inform learning and teaching

Rationale: